

Erindalian

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January 12, 1972



A COLLEGE SYSTEM

Those who participated in the all-attended Erindale College Council Meeting on December 14th were left in no doubt that the administration is determined to implement a system of small colleges under a highly centralized control. The target date is September, 1972.

With the end of term and a glass of sherry awaiting them, it is understandable that council members should have hurried through the business, including the seven-page report of the College Implementation Committee. If there was sympathy for the Implementation Committee's long hours of discussion, there was no desire to repeat them in plenary session. However, despite the best efforts of Dean Robinson and his committee — or conceivably because of them — some crucial questions remained unclear.

The proposed college system on the Erindale campus would provide five such institutions for a target enrolment of five thousand students — presumably, one per

thousand. Planning groups for the first three colleges will be "initiated around academic themes of wide implication", a phrase which persistent questioning failed to render any more precise. Perhaps it hardly matters. Colleges will not be responsible for the existing disciplines, administration, budget, appointment of faculty, admission of students, relations with the University as a whole, or any other critical management function. They will not even have any relationship to the proposed residence accommodation.

If the proposed colleges are to have so little to do, why create them at all? Five and a half pages of the Implementation Committee's report seek to furnish justification, largely in terms of the familiar rhetoric of interdisciplinary collaboration, improved social relationships among students and something described as "experiences peculiarly related to the special role of the university in our society". Presumably, these are

regarded as nice things. What is absent from the report is any connection between them and the college system as proposed. Nowhere is there any argument, empirical or theoretical, that particular benefits fall from dividing a body of five thousand students into five roughly equal parcels. Nowhere is there any analysis of how group relationships now work at Erindale, either among students or faculty. Nowhere a hard argument as to how this particular structure will facilitate cross-fertilization between academic disciplines in ways that other structures would not.

Instead, what breathes through the report and through the arguments of its defenders is an understandable concern for the tidy sub-division of large groups. On an organizational chart, five colleges look sensible. Moreover, recalling that some of those peculiar "experiences" on contemporary campuses have

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SOCIAL RESPONSIBILITIES

PRESIDENTIAL ADVISORY COMMITTEE ON SOCIAL RESPONSIBILITIES

Preamble to Statement of Issues

The Presidential Advisory Committee on Social Responsibilities, which has been meeting since January of this year, has been given the task of examining the social responsibilities of the University, both to members of its own community and to the larger community of which it is a part.

The following Statement of Issues is the result of an initial phase of meetings in which the Committee examined briefly the wide scope of topics which it had been asked to discuss. It is being published at this time to identify issues, raise questions, stimulate interest and to generate feedback to the Committee in order that the final report of the Committee may reflect the needs of the community.

In conjunction with the drafting of the Statement of Issues, the Committee has been working through the second phase of its task. This involves discussion of detailed research papers on each topic prepared by Committee members and part-time researchers; interviews with students, teaching staff, administrative staff, and persons from outside the University; and the drafting of position papers which will form the basis of the Committee's final report.

The Committee also administered recently a detailed questionnaire to the community adjacent to the University, to obtain feedback on community needs and relationships with the University. We are also now preparing questionnaires to the various segments of the university community which will be an important source of data on university services and of university opinion on social responsibilities.

Members of the Presidential Advisory Committee on Social Responsibilities are:
Mr. D. Barclay, Representative of the Support Staff (Unionized)
Professor O. Bishop, Representative of the Faculty Association
Mrs. P. Clarke, Representative of the Graduate Students' Union
Professor P.N. Corey, Representative of the Faculty Association
Mrs. C. Henschel, Representative of the Association of Part-Time Undergraduate Students, and Co-Chairman of the Committee
Miss L. Reimer, Representative of the Administration
Professor L.M.G. Smith, Representative of Existing Welfare Services
Mrs. P. Staton, Representative of the Support Staff (University of Toronto Staff Association)
Mr. F.R. Stone, Representative of the Administration
Mr. R. Struys, Representative of the Students' Administrative Council.

WE INVITE YOUR COMMENTS ON THE STATEMENT OF ISSUES

Please address written submission to:
The Secretary,
Presidential Advisory Committee on Social Responsibilities
Room 106, Simcoe Hall
University of Toronto

WE ALSO INVITE YOUR PARTICIPATION IN OUR REGULAR DISCUSSIONS usually on Friday afternoons in various meeting rooms on campus. Phone 928-2202 or check HERE AND NOW for time and place of meetings.

Can we conceive of "the social responsibility" of an organization as diversified as the University of Toronto? Indeed, should we?

There are those who argue that we should not; indeed, that aloofness from direct involvement in social matters is necessary for the survival of the university's academic freedom and its reason for existence. They argue that the university fulfils its social obligation by maintaining a high quality in research and teaching, and that to enter into peripheral activities can only lower the quality of performance in its areas of primary responsibility.

But others argue that this myopic self-interest in intellectual

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COMMITTEE

Last month at the meeting of the Transportation and Parking Committee main item on the agenda was the election of a chairman and co-chairman for 1971-72. Paul Homsy was elected as chairman for this year's committee and Professor Powell as co-chairman.

There was also a request for a definite bus stop to be erected near the cross-walk between the building and the pedestrian way to the Preliminary Building, and arrangements for publicizing such a stop should be made by putting notices up in the buses. Mr. Peckham agreed to look into this and take the necessary action as soon as possible.

Mr. Peckham also raised the question of parking near the Colman House and on the campus. It was generally felt that the whole concept of parking and transportation would have to be examined before next year. The Transportation and Parking Committee are doing some long range planning.

— Gillian Hackett.

SOCIAL RESPONSIBILITIES

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excellence does not adequately fulfill the needs and responsibilities of a university in the world of today. They argue that to be credible a university must undertake a leadership role in social as well as academic areas.

The concern of this Committee is to develop a consistent philosophy as to this University's role in relation to all these questions, and to avoid stop-gap or ad hoc solutions to immediate "problems".

It is well known that in the recent past a number of individuals and groups on this campus have provided three examples of creative leadership towards the solution of social problems. Pollution Probe, SHOUT and the Sussex day-care programme. But is the university atmosphere in which these projects drew their first breath an aid or a hindrance? If it was an aid, then the support and information gained might well be used to solve other similar problems. If not, perhaps we should examine whether the problem arises because of the lack of channels of communication among ourselves as well as with the public and the government, or because of lack of sympathy generally for the projects.

In fact, the very establishment of this Committee not only demonstrates a concern as to the University's social responsibility but indicates a desire for a wide forum of discussions within the whole university community about these questions.

What, then, are some areas that can be defined as part of the social responsibility of the University. These are some which the Committee has discussed.

1. Free Expression of Opinion

Alienation, polarization of opinions and violence are a few of the many problems that have characterized university life in many places around the world. But it is urgently important that the University maintain its tradition as a sanctuary for free speech and peaceful assembly. Events following the War Measures Act indicate we are not immune to problems seen elsewhere.

How can we assure the rights of our members to hold and express their own points of view, without intimidation or forceable interference from those who hold contrary views? For example, if a speaker invited by one campus group is considered by another campus group to be objectionable, is it reasonable that the cost of controlling violent protest by the objectors should be assessed against the sponsoring group? Our University's practice has been to expect sponsor groups to pay for any necessary security costs, since it is usually not possible to link such protests with any specific group on a firm enough basis to permit a more equitable assessment of the costs involved. Should there be a special university fund for such costs and if so, how could its abuse be avoided? How much should the University, as an institution, be willing to pay for the freedom to express opinions?

It is also obvious that conditions could arise in which the administration believes a meeting should not take place. Surely the President, whose responsibility it is to make the final decision, should have some means of efficiently soliciting a broad spectrum of university opinion when necessary.

2. Equality of Opportunity

How can the University ensure that within the community there is no discrimination on

grounds of race, colour, religion, sex, or politics? Or personality?

Even if the more obvious forms of discrimination were overcome within the present community, there are more subtle forms of discrimination that need to be examined. The admission of students solely on academic qualifications has for many years been accepted as a system based on fairness and good sense. But what are its shortcomings? Often, for example, a person is locked into an adverse situation by an inferior pre-university education. Has the university a responsibility to such people to open its doors to them and at the same time to provide such remedial programmes as prove to be necessary?

A variety of experiments in "open admissions" are now being tried in Great Britain and the United States, and the Committee has been discussing the possibility of a university like Toronto taking steps in a similar direction. Those who advocate this as a policy for the University of Toronto point to the diversity of income, ethnic and racial groups within the city's population — a diversity which is not reflected proportionately in the student body of the University. Others maintain that an entirely different institution — one that makes extensive use of broadcast television, for example — would be better equipped to undertake an open admissions policy. Indeed, some say that it is at the high school level that changes must first be made, including the provision of remedial education where necessary. Can a university such as ours serve at the same time, the needs of academically qualified students who lack adequate academic qualifications, without detracting from its present high standards?

Innis College at this University has already taken some steps towards experimental programs in remedial education. The College has admitted some disadvantaged students to its Transitional Year Program and through the Writing Laboratory has assisted them in developing the skills necessary to derive full benefit from their educational program. Perhaps the University should be expanding such experimental programmes.

Another example of subtle discrimination to be overcome is the artificial academic distinction between part-time and full-time students. Integration of full and part-time studies is consistent with the emerging concept of education as a lifelong process. Some progress has been made in this direction but still more appears to be required. Consistent with this would be such changes in policy with respect to the hours and accessibility of the library, bookstore, food and other services as would make possible the full integration of the part-time student.

Do females have the same ease as males in coming to the university? If not, and if, for example, one of the factors is found to be inadequate facilities for child care, has the University a social responsibility to provide these facilities in a further effort to promote equality of opportunity?

3. Good Neighbourliness

The question has been raised whether there will ever be a University of Toronto, not just a university in Toronto.

Perhaps the University should consider how far its academic facilities and expertise (its urban planners, sociologists and economists — its research facilities — and its students) can be utilized to establish socially responsible policy for the University in relation to its immediate

neighbours. SHOUT and the Varsity Downtown Education Project are interesting community-orientated projects where the University and the community derive mutual benefit from taking the classroom and the laboratory into the community.

Should the community be encouraged to come to the University to use its academic and physical facilities? Perhaps the University's athletic facilities should be made available for community use. Its laboratories and classrooms? Its libraries? Is there in fact a demand for such services?

There is also the question of university expansion into the downtown city core. Should the University be willing to limit its expansion and development plans to projects which gain the ready assent of the City of Toronto itself or perhaps the residence of the immediate areas involved? Should we attempt to "sell" our needs and our plans before we proceed? Should we ever proceed in the face of local opposition? Is it ever possible to make significant progress without forcing changes on some who would prefer it otherwise? Is there some way in which differences can be minimized by inviting representatives of our "neighbours" to participate in our planning, or does major planning involve a need for temporary "secrecy" to such an extent that such collaboration is not feasible?

What should be our responsibility for international scholarship? If the University elects to become a centre for international scholarship, what will be the social implications and university responsibilities resulting therefrom? Should "quotas" or "desirable numbers" be established for students from outside of Ontario or outside of Canada? Should special preference be given to students from emerging countries such as Nigeria or the West Indies? Should provincial operating funds and student aid be used to subsidize students from other lands or should special funds from, say, federal sources be available for these purposes?

4. Communication

Perhaps many of the "social" problems confronting the university community have been inadvertently omitted from our discussions so far. If so, now is the time for them to be brought forward, for everyone to speak out. And yet ironically this implies the existence of an efficient network of communications amongst members of this community, something which our Committee members have over and over again found to be lacking.

And what do we know about the neighbouring community, and do we care what they know or think about us? A concept of the university as an open-ended society rather than an ivory-tower enclave is one that is appealing to more and more members of our community. Are we approachable by those outside our own immediate groups?

Although we have the Varsity, University of Toronto News, and University of Toronto Bulletin, there is no central "information" source to which members of the Toronto community or even members of community can go to find out what events are taking place: who—where—what—when— etc. There is also no one accepted campus medium for the interchange of private or unofficial views or opinions. One idea that has been brought forward is that of a university and which would really inform.

But some communication gaps have even more serious

overtones. The Committee has been concerned with the fact that many members of the university community do not know what their rights are, whom to approach with a complaint, how to demonstrate the validity of their grievances and where to go next if the matter is not settled fairly and to their satisfaction.

Should there be a written statement — a Bill of Rights and Responsibilities for the University of Toronto? This might bring as many restrictions as freedoms. Perhaps we need an ombudsman.

5. University Service

What kind of social responsibility does the university have for the utilization of revenues which are primarily provided through taxation of members of the whole society?

The University of Toronto provides a number of services for students, many of which receive some degree of subsidization from the University's operating budget. The need for some of these services seems self-evident — they are closely related to the "academic" functioning of the university. Counselling of high school students and of registered university students who seek advice on courses and programmes of study, for example, appears to be an obvious function which should receive financial support. Similarly, the assistance provided to foreign students who face numerous problems in finding housing, maintaining themselves financially, and generally surviving in a culture which is often alien, seems to be a necessary service at a university which views itself as an "international" place of study.

Clearly, however, the University has gone beyond such a narrow definition of services. From its earliest years, but especially during the recent period of rapid expansion, the University has sought also to provide a certain type of environment in which academic pursuits may take place. To what extent have buildings been constructed to provide for relaxed and comfortable learning situations, and to what extent does the lay-out of the campus and the provision of the lawns and gardens provide a suitable aesthetic environment? The continuing debate over the need for, and form of, a campus centre has also reflected the conflict over whether the University should be more than a series of functional buildings where information is fed into student brains.

Can the University take active steps to provide more extra-curricular cultural or social activities in the community by giving financial assistance or free use of its facilities to university groups? Or do members of these groups prefer to develop their own programmes and activities in these areas, independently of the University?

The University has also assumed a responsibility for the physical and mental health of its students — often on the grounds that it is training the future leaders of society and that everything necessary must be done to ensure the academic success of the leadership trainees. The provision of psychiatric counselling of one form or another has expanded considerably in recent years. Advanced industrial societies have witnessed a massive proliferation of agencies concerned with the mental health casualties of such societies, and we are no exception.

The Advisory Bureau was established in 1965 to remedy some inadequacies of existing counselling services. The Bureau has come to see its main role as a "community-building" one rather than an individual counselling one. It looks at the system, tries to get an overview of problems (e.g. attitude of faculty and students to each other, of academic community to support

staff, etc.), challenges basic notions and ideas, raises questions, makes suggestions, and helps people to achieve goals. Undoubtedly this kind of activity causes some people to feel uncomfortable and even hostile. However, a healthy institution should be constantly re-examining itself and be prepared to change, and the Advisory Bureau may well be the appropriate catalyst.

In other areas, the University is actively engaged in helping students to find housing and accommodation, either off-campus accommodation through the housing service or in the form of residence on campus. It also maintains an active career counselling and employment centre which is a concrete manifestation of the view that the University has some responsibility to counsel students regarding their working future and to assist them in finding jobs.

The University also provides for protection throughout the campus by employing its own police force. To what extent is this necessary in view of the existence of the civil police force?

While such services are now seen by many as an integral part of University life, perhaps it is time to re-examine the assumptions which led to their establishment and their existing form.

Perhaps, in the interests of students, the University should not support such services. Students are pampered, it is argued — the university plays parent to post-adolescents. Would the students be better off on their own, learning to cope with the realities of the world?

Perhaps too, in the interests of the tax-paying community, the University should not support such services. After all, why should students — most of whom are from higher income families — be given even more privileges than they already have? If the tax-payer who provides the education funds does not have easy and immediate access to such services as health and psychiatric facilities, why should the student be treated differently?

On the other hand, it is argued, all communities of people should have such services, and it is hardly the fault of the university that the "society" does not provide them for everyone. Why should the University agonize over the failures of government? Should it not instead, do the best it can with its available resources to provide an environment conducive to learning?

If such is the case, the question can still be asked as to what should be the criteria for the establishment of services? How should they be administered and for whom? One alternative to subsidization is that services be self-supporting, paid for by those who use them. Is this always fair, or should the University population generally support certain services because they see them as necessary, even if some individuals do not make use of them as such facilities?

By collecting the incidental fees for the Students' Administrative Council, Graduate Students' Union, Athletic Associations and Hart House, the University makes these memberships compulsory. Should this policy be continued?

While some services have been established with a relative amount of ease, the needs of minority groups for other services have been ignored sometimes or have undergone a difficult battle for acceptance. The demands of women and couples with children for day-care facilities here have not met with enthusiastic response from those who allocate the University budget. Some groups have consistently failed to have their needs met, while others have been successful. Is it simply that what seems radical or

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E.C.C. REALITY

PART THREE-AN INTERVIEW WITH A PHILOSOPHER

OR

THE CLARIFICATION THAT CAME TOO LATE

In an interview with Dean Hugget, Erindale's philosopher dean, it came to my attention that I was mistaken in some aspects of "the proposed sub-division of Erindale into Colleges". The reason why I print these ominous words is that in some respects the details of my analysis of the situation in the last issue of the Erindalian (E.C.C. Reality — part two) were wrong. The area in which I went astray was in the understanding of exactly how the college sub-division was to take place. However, in most other aspects my observations, particularly concerning the communications breakdown phenomenon that I discussed last week, were right.

What Dean Hugget had to say to me (in his own philosophical way) cut through the mess of words that draft No. 2 of college implementation committee report stated about the situation of the division of Erindale into colleges. What he did say was this, "We are not really dividing Erindale into colleges. What we are doing is creating a structure with a certain number of substructures to support the overall structure. And the whole idea is that we are creating an urban community in the midst of a rural scene."

My idea of Erindale is that it will be a certain number of 'tribes' inter-reacting with each other under one roof. This is going to be Erindale of the future with five thousand students."

The crux of the argument of the Dean is that 5000 students is too large a group to facilitate a stimulating environment. They say that rather than maintain the present system we should create a new situation where the students are organized into groups of

five units of one thousand individuals. They however neglect to stress that the most important part of the entire plan (which took me 45 min. of rapping with Dean Hugget to make clear) is that they are not really breaking down Erindale into colleges but are rather maintaining the structure of Erindale College, but creating within it a number of substructures to support it. This is their whole idea and I agree with it to a certain extent, but where they are making their mistake is in their choice of words for explaining the proposed subdivision.

What I'm going to propose here is that the word COLLEGE should be replaced with the word



UNICOLLEGES and with this substitution a lot of confusion will be done away with. I am not proposing any radical change here especially when one considers what the meaning of the word UNICOLLEGES is. What UNICOLLEGES means is unified colleges which is all the deans are really talking about. This makes me wonder if a new translation of what the deans are communicating to the general student population is required, and I will attempt to provide the students with a translation.

The Deans are saying the following things: 1. there are going to be too many students at Erindale in the future. 2. That the present structure which is only meant for one to two thousand students will collapse with an increase when the student population

is tripled. 3. That to prevent this breakdown the present structure should be modified to provide the facilities for 5000 students. 4. The way that this should be done is to maintain the present system and create a certain number of subsystems to support the main system. 5. The way it is going to be done is to keep everything under one roof and simply section off parts of the building under the one roof into divisions that will be easier to administer and easier for the students to relate with themselves and the divisions. And this is what the deans are saying. Their ideas are good and I agree with them. The deans have simply fallen prey to the common mistake that we are all subject to — not having the right words to express ourselves with.

And may I stress that what the deans are doing is that they are creating UNICOLLEGES. This is all they are trying to do and it is a pity that they could not say it before to eliminate the confusion. I am not saying they are stupid, I am just saying that they need a new translator.

If only they could have presented their argument in the proper context all the confusion would have been done away with. However, let me make it clear that in lieu of new developments I will not keep my mouth shut (as some of you no doubt would wish me to do) but rather I will go on questioning the structure around me until it has reached that stage in its development which is satisfactory not only to me, but to the majority also.

In all and all everything is cool now, but I shall go on next week in part four of E.C.C. Reality with the idea of UNICOLLEGES.

...by...f.m. jaworsky

more than 13, including myself 14, read what you have to say.

To: 703116154
From: 693014174 and 712010164
There is significance in numbers

To: 703116154
From: 712010164

This is a private message to you — 703116154 I followed the clues and just the other day it came to me in a flash (bang!), I now know who you are though I have never met you. But I would like to meet you however, just give me the clues to follow and I will be there.

Now it is time to draw these messages to a close, so till next time...

goodniiiggghhhht

...by...f.m. jaworsky.

WHO WAS TO DECIDE ZEUS?

In the fall of 1970 McGill House, one of the residences on campus, took on an extra tenant. It was a golden brown Lab mongrel puppy. Marg and Rick had brought this beautiful puppy into our temporary home and Roger, Sammy, Jim, Chris, Henry and myself, for a short year, grew up with the puppy. We fed him, bathed him, played games with him, took pictures of him, and trained him. We all loved him to a degree but only Marg expressed overt love as the boys becoming men and fondling was gradually being more specifically directed.

As the dog grew larger he also became freer. We trained him to go outside and since we all had our own things to do we did not pay as much attention to what he did outside. I was around the house a great deal more than the others and thus I noticed the danger that was to eventually befall my friend. We were all delighted the night we all sat on the living room floor and asked the dog to shake-a-paw. Eventually he would give both paws, one at a time of course, and we would give him a scrap of meat or a bone to chew on. The months passed and the dog finally reached the point in life, which all dogs do, when exploration is a motivating force.

There was another resident of our house who found it more difficult to adjust to not only the puppy but Canada as well, and his name was Kwan. One day the dog followed him to BELL'S, the supermarket, and the dog did not come back, but eventually Marg located the dog and even Kwan learned to tolerate him. The dog cost Rick and Marg many dollars and I'm sure, like all owners of pets, they wished, as did I, that puppies could remain puppies forever. But they don't and thus when the dog grew he became a small nuisance. He would get into the College along with Bob Thomas' dog Bengy and beg for scraps. He would stare with his beautiful brown eyes at you and plead for food. This was a dangerous time for in these months, and in the months to come, the dog was to learn things which would cause moments of concern for all of us.

When the summer came most of the people left the Co-op. Rick got a job nearby and Marg worked in the city so the dog was with his master for a time, but circumstances eventually forced Rick to go back to his home in Vancouver and Marg could not have the dog at her home. So Marg asked Chris to look after the dog. Chris was my room-mate at the time and he was working for the college. He decided to move to THE HOUSE-ON-THE-HILL, another residence, and live with Don Lortimer, who also worked at the college. The dog went with him. After a few weeks I began to realize that the

dog was not getting much attention but I was told that it was not my dog and thus none of my business. I felt that the dog, for his own sake, should not be running loose but Chris and Don reasoned that the dog was better off being free rather than being chained.

One day Marg decided that Chris and Don were not as responsible as she first thought and thus she asked Al Wood and myself to look after the dog. We did. We chained him up during the day, fed him, walked him, but soon it was apparent that all the months of running free and then being chained up was breaking his spirit. On top of that both Chris, Don, and Ron the Bus Driver became quite upset at not being able to play with the dog, and thus I decided to let the dog run loose again. The damage had already been done.

As far as the dog was concerned he loved everyone I'm sure.... Chris, Don, Ron, Al, Rick, Marg, everyone... If you showed affection or fed him he loved you for whatever motive. He was a dog after all and could not reason. Many a time we would watch Bengy and him fighting over a stick or a bone. He would love to play tug-of-war with someone. He and Bengy would run after the college trucks at speeds up to 35 mph. It was a beautiful sight to see the strength and power the dog had, but horror would strike our hearts as he cut in front of the truck as it went around a corner.

As the summer drew to a close Rick returned from Vancouver and he and Marg took the dog away and I breathed a sigh of relief while others cursed Marg for taking away their dog and I suppose they had cause because by now the dog had become a sort of college mascot. When the school opened in the fall I saw the dog from time to time and he would acknowledge my past association with him by leaping up on me almost knocking me over. I remember how Mel and myself used to marvel at how he would jump into the Principal's fish pond to cool off on a hot summer's day.

On Monday, January 3rd, 1972, I was in the cafeteria with FMJ and I saw ZEUS. I walked up to him and knelt down to pat him and say hello, but he was impatient to get outside for some reason and so I opened the door and watched as a young lovely patted him on the head. I saw the college pick-up truck going up the hill beside the receiving entrance and I heard Zeus bark and go after it. I continued talking to FMJ about the future. A couple of hours later I heard that ZEUS had been run over by a car. WHO WAS TO DECIDE ZEUS? Goodbye old friend...

r.p. neilson

MYTHS AND TRUISMS

Myths and Truisms is a new weekly column brought to you by me (f.m. jaworsky). The format of this column is just messages, and here they are:

To: Paul Moran
From: concerned student
You're doing quite well, keep up the good luck and pray for more students to join the cause.

To: Pete Smith
From: Cap. Real. Ghost
I promise not to haunt you in your dreams, just reality.

To: Norma
From: innocent bystander
The Norval Nymph?

To: Donna
From: Paul
LET'S NECK!

To: the deans
From: some students
Happy New Year, even though we're late in our greetings we are sure you won't mind.
To: Konrad Westerhof
From: B.C.
You're ahead of my time.
To: Court Jester
From: f.m. jaworsky
I have been following you for some time and hope you print something soon to be published. Though there are very few who can get off on what you are saying about this place and the students, I do. There is just one thing or theme I would like you to dwell upon for a moment — that humanity is not stupid — just ignorant to a degree.
Also remember there will be one day when maybe

CHURCH SUES

Chicago, Ill. — October 20, 1971 — Attorneys for the The Process — Church of the Final Judgement today filed a \$1.5 million libel suit against the publisher and the author of "The Family — The Story of Charles Manson's Dune Buggy Attack Battalion," in the Federal District Court in Chicago. The case has been assigned to Judge Hubert Will for hearing.

The suit charges author Ed Sanders and publisher, E.P. Dutton and Co., Inc., have published "false and defamatory material" concerning the 70-thousand member church and its religious activities, and asks \$1,500,000 damages.

The Process is a religious organization devoted to spreading the work of Christ. It was founded in 1963 in London, England. The Process is headquartered in Chicago, with congregations in Toronto, Canada; Boston, Mass., and New Orleans, La. The church has 50,000 members in the North American Continent and 20,000 in Europe and other parts of the world. Among its doctrines are that the world is in a terrible state, that man is ruled by fear and conflict, that the end of the world will come and that a new civilization, ruled by Christ in love and harmony, will be born.

"We were stunned by the allegations in 'The Family,'" says Father John, minister of The Process — Church of the Final Judgement. "Neither Sanders nor his publisher contacted us to verify any statements about The Process. It appears they have confused The Process with other organizations that were active in California and are entirely ignorant of us and our activities."

"Statements that Processeans were involved with the Manson family prior to their arrest and conviction and that a Process member 'opened the door to the kitchen to Sirhan Sirhan' are entirely without basis in fact. Allegations about our being 'dope lovers' are completely untrue. The tenets of our religion not only specifically prohibit use of drugs, but our activities included efforts to rescue and reform drug addicts."

"We have enjoyed excellent relationships with police and local authorities in every community in which we work. Newspapers such as the *Chicago Tribune*, *The New York Times*, the *Toronto Daily Star* and the *New Orleans*

States-Item have printed very positive stories about The Process," says Father John.

In further action, The Process — Church of the Final Judgement has instructed its attorneys to demand a retraction from *Esquire Magazine* for allegations made in the story "Charlie and the Devil" in the November, 1971 issue — a story based, in part, upon Sander's book. "Our attorneys have advised us," says Father John, "that unless a retraction is forthcoming, further legal action with reference to the article will be taken."

The Process — Church of the Final Judgement is incorporated under the laws of Louisiana as a not-for-profit corporation, and is authorized to conduct its activities in the state of Illinois.

WHY THE PROCESS — CHURCH OF THE FINAL JUDGEMENT IS SUING ED SANDERS.

The Process — Church of the Final Judgement, in its attempt to carry out the work and words of Christ, has encountered a stumbling block with the publication of a new book by Ed Sanders: "The Family — The Story of Charles Manson's Dune Buggy Attack Battalion."

Allegations in the book, they say, will make it difficult for them to continue to teach, preach and practice the love Christ commands them to, without first overcoming all kinds of negative attitudes. Therefore they have sued Sanders, and his publisher E.P. Dutton and Co., for libel in an attempt to set the record straight.

Theologians and students of the eight year old Process Church as an attempt to deal effectively with the problem of evil. The existence of evil in the creation of an omnipotent Being who is also good and loving, has baffled theologians and philosophers for centuries.

To explain in full how Processeans deal with the problem of evil is beyond the scope of this article. Suffice to say, they have used the historical biblical concept of Satan as the "evil one" to project a God Satan, created by God, whose purpose was to bring evil into the world, first as a test for man and then as a punishment for man for his failure to withstand the test.

Processeans teach that Satan's job is done. His work is finished and He is free from the burden of it. But the evil itself remains. The adversary is still with us,

embodied in the structure of humanity and manifest in fear, greed, selfishness, aggressiveness, cruelty, etc.

While this concept is not new, the Processeans have developed a fresh way to express it through contemporary idiom and modern psychological insights. Perhaps it is their success in communicating their message that triggers an attack by a man such as Sanders. Certainly their determination to help mankind deal with evil, both within himself and within the world, so it can be redeemed by love, has resulted in an emphasis on death and destruction in their books, magazines and other writings.

The preoccupation with defining and explaining evil, coupled with the fundamental Processean belief that the end of the world, as mankind has known it, is fast approaching, and that mankind is bringing this ultimate destruction on himself through his current inability to control his greed, fear, aggressiveness, cruelty, selfishness, etc. looks to the casual observer like a pretty negative view of life. To Processeans, however, the prophecy of doom and destruction is more than compensated for by the confidence that Christ will triumph and that out of the end of the world a new civilization will be born which He will rule in peace and harmony.

In point of fact, central of Processean teaching and work is that Satan ("the evil one") will be redeemed by the love of Christ, who is the personification of good. Man must follow Christ's commandment, they believe, to "Love thine enemy. Christ's enemy was Satan. Therefore Christ's commandment is to love (redeem) Satan".

The Processeans think that if Sanders had ever made contact with them, had ever asked them about their beliefs and teachings, had even done a minimal amount of honest research, he could not have made the allegations about the Church that he made in "The Family". They point to the numerous errors as regards time, place and date facts with which the book is filled as proof that Sanders made no real effort to inform himself about the Church or its activities.

Given Sanders' background as a self-proclaimed moving force behind the anti-establishment Yippie movement and a rock

group called "The Fugs", and as author of pornographic books such as "The Shards of God", the Processeans do not wonder at his fascination with death and destruction and his rejection of love as they understand it — as that creative force in the universe through which evil can be overcome. Fighting evil with love is basic in Process doctrine. Otherwise, they say, a person becomes enslaved by the evil he is fighting. Again, they see this as obedience to a commandment of Christ: "Resist not evil".

For Processeans, love is at the root of contact. It is the basis of all communication. It is validation. It is the will to give, the will to include, the will to preserve and the will to be part of. Love is the driving force of creation; at the root of knowledge. To love is to want to know, because it means dropping defences, it means discovery, it means openness and sensitivity. They believe real love is not the parody which often passes for love in the human world but is a vital force which enables man to fight evil not with blind compulsive resistance but with a power which heals — which overcomes the need to destroy.

The Boston Chapter of The Process is located at 46 Concord Avenue in Cambridge. It is one of four Open Chapters the Church maintains in North America. The others are in Chicago, New Orleans and Toronto. Each Chapter has about nine resident full-time Processeans, plus a large number of Outside (non-resident) Processeans, some of whom are working towards becoming full-time Ministers of the Church, and others who are working and participating with the Church in its various community programs.

These programs include visiting hospitals, homes for aged and orphanages, providing food and clothing to the poor through their Free Stores, and talking with people they meet on the street about the Church and its beliefs. Processeans may counsel troubled people, rescue those addicted to drugs or work with runaways. Whatever they do, Processeans do for one purpose: to help people. And they seek to live their lives in accordance with Process teachings — foremost of which is to give of oneself in love to everyone — friend and enemy alike.

It is consistent with their beliefs that they would like to

meet Ed Sanders — who at the moment seems to be their enemy. Sanders refuses to respond to their attempts to set up such a meeting and is reported to be afraid of them. Of course, meeting people who are afraid of love is nothing new to Processeans. People tend to fear change — and if the Process doctrines are true, Sanders could be transformed by such a meeting — could become a positive force for good in the world. Perhaps it is this possibility which frightens the Sanders of the world the most. If so, it is just one more validation of Process doctrine — one more indication to them that the spiritual blindness which prevents mankind from realizing his true potential for good can indeed be overcome by love.

MEETING

There will be a meeting of the Undergraduate Studies Committee on Thursday, 13 January, 1972, at 4 p.m. in Room 264.

E.A. Robinson
Chairman
December, 1971.

Members

M. Dafoe; T.G. Elliott; L.J. Elmer. A. Guha; H.C. Halls; M.J. Hare; W. Harrison; W.J. Huggett; W.E. Kalbach (on leave-of-Absence, 2nd Term). B. Kovrig; P.F. Maycock; L. McCormick; W. Meyer-Erlach; A. Mohr; J.R. Percy; P.J. Pointing; M. Scarth; N. Shneidman; I.M. Spigel; A.L. Stein; I.W.I. Still (on leave-of-Absence, 2nd

Term); H.W. Taylor; S.M. Trott; H. Vam Possen; E.A. Robinson.

Invited Guests

A.J. Poe (for I.W.J. Still); M. Spencer (for W.E. Kalbach); D.A. Trott; Dean Meinche.

Student Members

M. Clare; F. Pio; P. Dack; D. Keilty; P. Moran; T. Ochitwa; O. Seeler; M. Freeman.

WINTER CARNIVAL

This is going to be an all-nighter to remember on Thursday, Friday and Saturday, January 27, 28 and 29. Erindale gets hit with its first real winter carnival.

The ticket costs \$3.00 and the price includes two concerts, three meals, seven movies (shown in three segments), a drama production and eligibility in the prize-laden scavenger hunt. The above events will cost 50 cents without the official Erindale Winter Carnival ticket. There will be lots of other events too: the pub, a coffee-shop, ping pong

championships, skating, a boat race, a locker search, an office chair race, a pep rally, a hockey team getting dressed, a karate demonstration, an auction of lost goods and a bottle search. You will be encouraged to formulate your own events too. Why not go tobogganing in the gravel pits, or play ball hockey? or football in the snow? or down by the Credit?

So bring your sleeping bag January 28 and 29 — it should be fun!

FOR SALE

1967 VOLKSWAGEN, RED, RADIO, BUCKETS, S. SHIFT, NEW CLUTCH AND

BRAKES, TUNED ENGINE, SNOWS AND EXTRA WHEELS. CALL John or Androulla Haalboom 270-5579.

NOTICE

Students who live in residence and students who give Erindale College as a mailing address should check at the Erindale College Post Office (Rm. 207, Preliminary Building) regularly for mail. A list of students for whom we are holding mail is posted outside the Post Office each week.

Thank you.

Mrs. B.A. Naylor

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experimental today will come to be considered a right in the future, or is it merely a disagreement as to who should provide for these needs?

Perhaps some of these services should be viewed as providing an opportunity for students and faculty to engage themselves in practical learning situations, or to engage in experimental methods of providing services to people. Should, for example, students and faculty be more deeply involved in determining the quality, variety and sources of foodstuffs rather than have industrial catering services administer many of the food services on campus? Perhaps the Health Service should be integrated to some extent with the teaching programme in the Faculty of Medicine, or day-care centres with the "early childhood education programme" of the Institute of Child Study. Should most of the existing services be administered and staffed by central university subsidies and be run by students through their organizations?

For whom should the services be provided — Students? Faculty? Support Staff? Many of the

support staff of the University do not view the existing services as facilities equally available to them or equally able to meet their needs. Some of this sentiment may arise from lack of communication, but is there any validity to their impression that there is less desire to meet the needs of those who keep the University facilities operating than there is to meet the needs of the students and faculty? It is encouraging to hear, for example, that members of the female support staff are now able to use the athletic facilities on this campus. Could not Hart House extend a similar invitation to the male support staff? Serious consideration should be given to programmes which allow staff to continue their education, including the allowance of time off to attend relevant university classes, along with access to libraries and other academic facilities. Perhaps this is an appropriate time to re-evaluate the responsibility of the University to its employees in matters such as these.

These are some of the questions the Committee on

AND TO START A NEW YEAR.... MORE LETTERS!

The Editor
The Erindalian
Erindale College,
Dear Sir,

In the issue of the Erindalian published on December 14th, 1971, Mr. Jaworsky commented on his understanding of the proposals that have been under discussion for many months to form several colleges on the Erindale campus. In general, I suspect that many of your readers will be even more confused after reading his article than they were before.

The idea of colleges at Erindale is not new. From the earliest planning for Erindale it was suggested that a population of 5,000 (the ultimate undergraduate student population anticipated at Erindale) should be broken down in some way to facilitate closer contact between members of the community. This idea was discussed again by the Users' Committee this summer and the present discussions in the E.C.C. are the result of recommendations brought forward by the Users' Committee.

It should first be understood that irrespective of whether Erindale has colleges or not the enrolment will grow to 5,000. Similarly, the total amount of new

building (square feet) will be the same whether we subdivide into colleges or not, and perhaps the most important of all, the total operating budget for the Campus is independent of any particular form of internal structure.

Thus worries about the proliferation of buildings, bureaucracy and alienation will exist even if we decide not to have smaller social and academic units, i.e. colleges.

The architects of the college system are, of course, aware of all these difficulties and they believe that a number of small colleges on the Erindale Campus could mitigate many of the problems that Mr. Jaworsky discusses.

Whether they are correct or not only time will tell. However, it is probably better to try to tackle problems that we can foresee than to sit around and do nothing. This subject is going to be under intensive study during the next few months. I hope that as many students as possible will become involved with a college planning group so that we may achieve something that all of us will find rewarding in the future.

Yours sincerely,
E.A. Robinson,
Dean.

Dear Dean Robinson,

Let us examine, paragraph by paragraph, just what you have stated in your letter to the editor dated December 28, 1971, about F.M. Jaworsky's E.C.C. Reality Part 2.

It is quite clear to me what FMJ is inferring by writing this article but it may not be clear to the naive members of the college community. Let us take the first paragraph first; in it you state: "In general I suspect that many of your readers will be even more confused after reading his (FMJ) article than they were before." It is quite obvious that you are underestimating the intelligence of many of this paper's readers. There are a few people who DO see the significance of FMJ's article.

In the second paragraph you state: "The idea of colleges at Erindale is not new." We know that, but the students did not decide this — the administrators did. "From the earliest planning for Erindale it was suggested that a population of 5,000, (the ultimate undergraduate student anticipated at Erindale), should be broken down in some way to facilitate closer contact between the members of the community." Why was it determined that the

population should be set at 5,000? If it was because of money grants for buildings it is quite obvious now that enrolment is dwindling because of student dissatisfaction with society. We are down to 1500 students at this college alone so that the projected figure of 5,000 may never be reached. There may even be another construction strike to further delay realization of that figure. The rationale in proposing that the College should be subdivided into smaller colleges, for the reasons above, shows the idealism of our administrative planners, not the idealism of the students involved. The Administration actually believes that students will be in closer contact with one another than they are now. Are you stating that all is not well now? Are you telling us that we are committed to prior rationale and thus it is our DUTY to proceed with these so-called harmless plans? It so appears.

As far as the discussion of this problem by the Users Committee is concerned, from my experience with committees, on which administrators are on, I could truthfully state that as a student I am not, nor am I

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"How did a nice girl like you
ever wind up in a place like this?"

"It's a long story. Just say I
joined the wrong Peace Corps."

THE SWEN REPORT

by RAY NEILSON

PART FOUR THE FACILITIES (ONLY ONE)

Preface

(For those of you who did not read parts 1, 2, 3, of the report, you don't know "Why nor wherefore". You won't read this because you do not have the basic curiosity necessary for intelligence. So off with you. DROP OFF POINT A, Go and play cards, or pinball or something... Now my faithful readers, as you are well aware this is the fourth part of what I referred to in the first part as self-indulgent rhetoric, free of the total objectivity we are used to. As you are probably aware of by now, if you didn't give up at point A, my writing style for 1972 differs from my style in 1971, and all I can say is that a lot of people change over a year... or even a NEW YEARS EVE.

The cryptic message that has been inflicted upon you for the last three issues of the Erindalian has concerned itself with a description of a mythical college called Dribbledale on the banks of the Debit, in the mythical town of Missible, in the mythical providence of ONT.... but alas we can no more assert that our mythical situation is in fact myth... it is REALITY, and in its reality it demands immediate attention, not pensive reflection... Dribbledale exists within our college today... I can no longer satirize what I see above me any longer... I am under the premise that everyone out there is intelligent, but alas we must grade intelligence so if you have been unable to keep up with

my line of thought to this point you are not required to read on any further — if you do not wish... so goodbye... I'll have fond memories of you...

DROP OFF POINT B... slam... click... well we got rid of some more excess baggage.

Dear reader, I beseech your understanding concerning this article... it is not really that heavy... it's just, for lack of a better word, rational that we have people who really desire to understand, and do something about reading these words because those who do not wish to attain this plateau have only criticism for such exercises.

For fun with academics, let us be inconsistent... I'll

I beg you do not read further because you are getting totally nothing out of this UNILOG. So relax and go have a drink, or a toke, or whatever you self-experienced jocks do... DROP OFF POINT C... (I'll be seeing yeh... get it). Well I hope we do not lose any more people cause then I'll end up like THE COURT JESTER... (Caught ya... if you haven't read his articles you don't know who he is, even if you've read them you don't know who he is... but check this out... in the last Erindalian I was placed at the bottom of an Xmas tree right next to him so I must know him... but not personally)... we may have lost all our readers by now but if there are any remaining I'll inform you about the one facility you may have need for at some time in your academic life, THE COLLEGE SHRINK, who wishes to help students who wonder why they do not feel comfortable, HERE, THERE, & EVERYWHERE

(Beatles Revolver 1966).

(Seventh Clue)... but I'm certain that if you can survive reading these words you will never have need of a shrink and thus will not be thought of as a NOWHERE MAN... Ron Rower once told me that I should see a shrink... I did... I stayed in school anyway... they don't scare me... I'm not even afraid of myself... but Ron Rower... well that's another situation which I

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Letter to Dean Robinson

Cont'd from page 5

expected to be, in full possession of the facts that the committee deals with, so it would be natural for me to unquestionably accept their evidence or recommendations as being the best for all concerned. The fact is that no matter how eager the administrators appear to want student advice, when they get it they inevitably succeed in convincing not only the students on the committee, but themselves as well, that the original plan was the best after all. Of course some changes are student oriented, but these are few and far between. Thus the decisions of committees are rarely challenged by the students with any real significance.

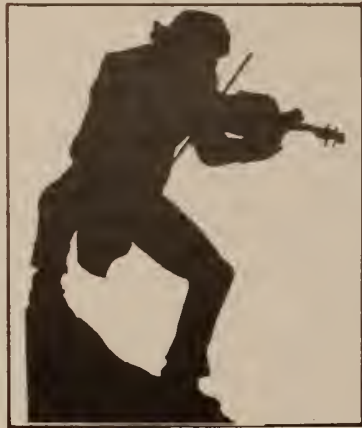
In your next paragraph you point out: "It should first be understood that irrespective of whether Erindale has colleges or not, the enrollment will grow to 5000." As I explained above, how can one even envision a specific enrollment figure in this world of changing realities. The U of T as a whole had a deficit budget of approximately \$3.5 million, and yet you state: "... will grow to 5000." ... not MAY grow, ... WILL.

You go on to state that it would make no difference if the college subdivided into baby colleges because: "the total amount of square footage in the new building will be the same whether we subdivide ... or not and perhaps the most important (fact) of all, the total operating budget for the campus is independent of any particular form of internal structure," which means nothing will really change ... which implies that there are no reasons why it should not be done ... which prompted FMJ to ask the question, why then subdivide, if nothing in fact will change? The only change that I could see would be that instead of one principal there would be FIVE which thus could be the reason for the subdivision. Why then did not the ECC, USERS COMMITTEE, etc., make this clear to the students? Is the job of running the college too great for one man? Was the job of running this College PLANNED to be too difficult for one man to handle ... and if so ... WHY?

In the next paragraph you state: "Thus the worries about proliferation of buildings, bureaucracy, and alienation will exist even if we decide not to have smaller social and academic units, i.e. colleges." So again you are asserting that the same worries will exist no matter what we do. Therefore you MUST agree with FMJ that there is, ... and there will always be a COMMUNICATIONS BREAKDOWN. You apparently hope that smaller "units" will reduce this BREAKDOWN.

The next paragraph states, "The architects of the college system are, of course, aware of all these difficulties and they believe that a number of smaller colleges on the Erindale Campus

could mitigate many of the problems that FMJ discusses." Oh yeah! I can only suggest that these architects are from a strange world of architecture. We already have a College System now within the University of Toronto or is there a secret plan afoot to make Erindale into a university next fall? Do we need MINI-COLLEGES? ... well we may if what I mentioned before about the work load being too heavy for one principal is true. As to whether five colleges "could mitigate many of the problems that FMJ discusses", this shows to what extent you have chosen to understand FMJ's article. What FMJ states, in essence, is that all we will have if we do divide into 5 MINI colleges of 1000 will be 5 Erindale Colleges of 1969 vintage and when I came here in 1969 Erindale's communication problem was not any better than it is today. What the architects wish to do, according to what I have gathered from your letter is to MARCH INTO THE FUTURE BACKWARDS. What FMJ points out, which you fail to realize is that, "It is not enough to simply create more institutions, one must first work within the already existing framework and adapt it if necessary to an increase in demand at a later date, but certainly not such a date as when the college is only in its fifth year of existence. This is (only) part of the solution to handle the increase in students." "So what FMJ is asking is WHY NOW? ... to which you reply ... WHY NOT? ... to which I reply ... WHY? ... AS THE MOODY BLUES SAY IN "EVERY GOOD BOY DESERVES FAVOUR" ... I WONDER WHY WE BOTHER AT ALL ...



What FMJ is criticizing in his article is the idealistic rhetoric that administrators inevitably spew which is implicit in your concluding paragraph which reads: "Whether they are correct or not only time will tell." I'm afraid I'm seeing the human side of you in that statement and thus it is the ONLY ray of hope I see in your letter to the editor. The sentence, "However, it is probably better to try to tackle problems that we can foresee than to sit around and do nothing," brings me back to the reality of the situation.

I know that there is an increased interest in mysticism tonight but can you seriously expect such a statement to remain unchallenged by this academic community? How

can we solve the problems of tomorrow if we don't even KNOW the problems of today? FMJ and myself are not spewing forth idealistic rhetoric. We are only attempting to point out, as many of us are aware today, progress does not necessarily imply a better understanding or a better quality of life. Nor does regression into the simple life of the past offer any solution, so do not get the impression that we represent a fanatical revolutionary segment of this community who view progress as living in a commune or a hippy dude ranch.

Dean Robinson, if you've read the SWEN REPORT in the last 3 Erindalians you will have an idea where this college is at as far as I am concerned. You may be confused by the fact that I call this place Dribbledale, but make no mistake that while I satirize this place I am quite concerned by the quality of life I have experienced here and I am also certain that there are others who feel as I.

But how are we to arrive at a solution to this problem? There is no problem you say!! ... Well if you cannot see the lack of rationale in the proposed subdivision of Erindale Campus into colleges then you are still in the 19th century. In an age where our educational system has progressed to the point where our primary schools are now being built with WALL-LESS CLASSROOMS the administration, out of the blue, ... four, five, six, years ago or whenever, suggests that once this college reaches a certain size it should be proposed that it be called a Campus, and then be subdivided into colleges, (and then into cliques), which verifies the age old military tradition of divide and conquer. (Oh this boy is really running away with his imagination.) Or am I?

One does not create a structure and hope that the students will make proper use of it. One allows an attitude to emerge. Now it could be said that the members of this particular community have no attitude save for the deification of their own personal selves ... "Screw the system some say, and quit ... Others passively, ignorantly perhaps, sit back and allow the sheer wonder of this institution to mow them over. It is, as I have said before in other articles, difficult for anyone, whether he or she be a student, a staff member, worker, administrator, or whatever, to completely grasp what the meaning of the college is. He or she just studies, teaches, or works and no questions are asked because answers are difficult to obtain owing to the BASIC COMMUNICATION PROBLEM.

Dean Robinson, I am directing this letter to a human being, not an administrator. As an administrator you only have a JOB to do. In this world the institution is rapidly

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THE SWEN REPORT

Cont'd from page 5

could not be bothered about.

There was a DEADLY quote from J. Tuzo Wilson, principal of Erindale College in his Xmas address to you all out there and I hope you made note of it for future reference. When men of history speak, you should pay attention.

"China is seeking to re-establish its prestige, build its strength, and raise its standard of living. To speed this Chairman Mao evidently believed (note the past tense) that it was necessary to remould the Universities abandoning western patterns in favour of different and more practical ones". Who is doing the warning here? ... and about who? ... I took time out from writing this article to watch a profile by Kenneth Clark of Bernard Berenson, (1865-1959), who's life according to Clark "affected the aesthetic judgements of a generation." I could not evaluate whether Clark's interpretation of Berenson's contribution was valid but I definitely appreciated Hesse's definition of the MASTERS better.

T.V. sometimes contributes to UNDERSTANDING ... such as the Xerox special on channel 4 Dec. 27, 1971. concerning Red China. Historian Theodore H. White revealed to the western the oriental mind that we'll have to account to in the next 20 years. If you haven't seen by now DROP OFF POINT D also on Sunday night on channel 11 beautiful ultra nonviolent people on Rex Humbard ... the christian ethic epic goes on and on and gets more professional in the process with the 50 voice aquarium choir ... check the hair-do's, some sunday it'll give you an uplift ... I've been up for a week but I'm coming down.

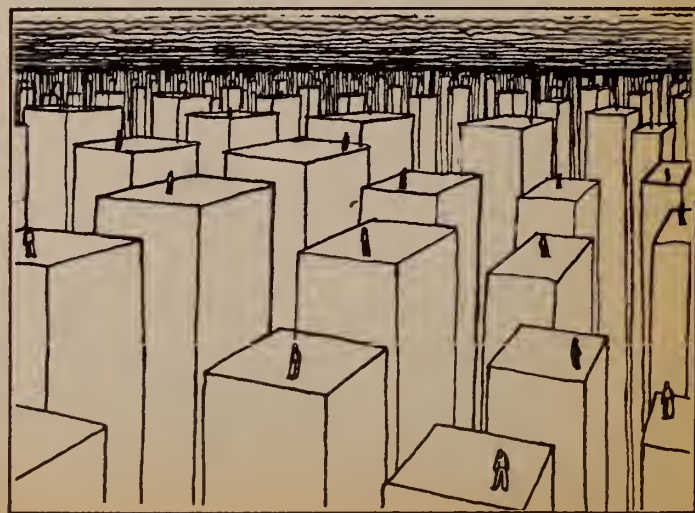
(Firesign Theatre 4) Grand Fund, Grand Funk, Grand Funk ... I had to get that out of my system and by the way Sherlock since you've got this far you must now realize what No. 6 had to do to get out of the village ... by the VILLAGE IDIOT ... I'm certain that in the next little while we shall be able to begin our DECENT contribution and create the Erindale Goodfellows Club ... (It must be the planes) ... next week Part 5 will be presented and the following week I'll show you part 6. (Alright,

you freaks out there who is No. 6. No, it's not Ron Ellis so guess again). Speaking of clues ... I'll proceed to give you a list of the clues to the mystery of 1972. (1) There wasn't one in 1971. (2) I think I'll have a cola. (3) Monday is ... (4) It rhymes with ONE WAY. (5) By the time you see the signs you will solve the mystery. (6) A quote from the PRISONER, "I resigned for peace of Mind ..."

Those are this week's clues, and next week I'll give you some more.

And now PART FOUR: THE FACILITIES (ONLY ONE) ... I had originally put for the sub-title (TOO MUCH) but I realized over the holidays that there was only one facility at Dribbledale and THAT IS YOU! YES ... YOU ... THE READER ... you can either be USED or you can USE ... and that is all that I have to say about the facilities ... don't think about it too hard ... I wouldn't lose any sleep over it ... Oh, by the way, I'd like to take this opportunity to thank all the people who have complimented me on my articles and my radio programme but I should point out that I do not wish to be complimented because I am just exercising my privilege in using the facilities that this college has to offer and I refuse to be deluded into thinking that there are no better writers or radio personalities than myself at this college ... so make no mistake I am not going to be trapped into the ego-tripping syndrome that some may want to categorize me into by acknowledging these polite compliments ... now to be totally inconsistent, if you dislike my writing style and my understanding of the situation you can listen to my radio programme featuring THE MYSTERY MAN, THE WONDERFUL WORLD OF STEREO with BOB BANNELL, and SALLY SMOOTH with the WEATHER, and can be heard WEDNESDAY ONLY, from 9 till noon ... This is side 6 ... follow in your book and repeat after me as we learn three new words in Turkish ... towel ... bath ... border ... may I see ... your ... passport please.

NEXT WEEK — PART FIVE — THE FUTURE (FAR-IN)



UP AND COMING

Wed. Jan. 12th: The film *Citizen Kane* will be shown in room 287 at 2.00 p.m.

Wed. Jan. 12th: Tje German Academic Club will hold a general meeting in room 264 at 5.00 p.m. Come one and come all.

Thurs. Jan. 13th: The College Council's Learning Media Committee meeting will be held in room 295 at 10.00 a.m.

Thurs. Jan. 13th: College Council's Undergraduate Studies Committee meeting will take place in room 264 at 4.00 p.m.

Fri. Jan. 14th: A continuation of films arranged by Noel Moore, Film maker-in-residence. At 12.30 p.m. the film *Adventures in Perception* will be shown in room 292. The film is the work of M.C. Escher, the Dutch graphic artist, whose work is valued by art lovers as well as scientists.

The second film, *Man's Control Over Time*, will be shown at 1.00 p.m. This film uses the high speed photography technique. It should be worthwhile seeing.

The third film, *The Music Machine*, shows composers using facilities at the National Research Council computer, piano keyboard and cathode ray oscilloscope to create new musical arrangements. This will be shown at 1.20 p.m.

Till Jan. 15th: Gustav Wiseman's paintings and drawings will be up till this date in the Senior

common room or room 264 in the Preliminary Bldg. The People of Eight Seasons will be up till the 15th of this month also. This is an exhibition on loan from the Norrbotten Museum, Sweden. It includes photographs, handcrafts, utensils of the Lapps. The exhibit is in the main foyer of the Preliminary Bldg.

Also in the main foyer, is the Canadian Society of Painters in Watercolour exhibit. This includes 35 water colours selected from the works of members of this society.

Jan. 16th: Work of Wally Bachinski, a young Canadian printmaker will be put on display.

Jan. 17th: A lecture by Doug Hutchings, a Teaching Fellow in Sociology at Erindale College on "Inter-Racial Sexual Relations in New York's East Village" will be held in rm. 287 at 1:00 p.m. Should be interesting.

Jan. 27th: There will be a piano recital - "All Canadian" in room 292 at 2.15 p.m.

Jan. 29th: The lecture "The Winter Sky" will be given by Dr. John Percy of Astronomy in room 245 at 12.15 p.m. You will receive a free star map, directions on how to use it to get to know the stars and constellations and hints on how to use cameras, binoculars and small telescopes to increase your knowledge and understanding of the winter sky.

UM..

Be at the practice for the Erin Nightingale Sextet, every Wednesday evening, 5.00 p.m. in the Music Shed. Let's make it two victories over the Engineers!

P.S. to whom it may concern:

Give a damn for your

"I Don't Give A Damn Band"

WINTER CARNIVAL CONCERTS

We're also going to have two concerts both at 1:00 on Saturday, but one at 1:00 a.m. and one at 1:00 p.m.

The Flower Travelling Band will play "Friday night - Saturday morning" The group is noted for their well developed and distinctive "original rock" sound.

Manchild will help wake you up Saturday afternoon. This four man group has always produced mature music and it has resulted in a large Toronto following.

If you're worried about food, don't. Your ticket includes a weiner roast, a barbecue, and a breakfast. And the fact that food will be for sale in the coffee house at the pub and at the barbecue site should ensure the full tummies of everyone.

RINGS

ON CAMPUS SERVICE
(until Jan. 21st only)

U of T Rings.

Avoid the inconvenience of having to go downtown to order and pick up your university ring. For further details and an opportunity to see samples, sign one of the lists on the main bulletin boards.

John Roberts



RIDE WANTED

to Charleston North Carolina (or anywhere within 50 miles of there) the weekend before reading week.

Phone 279-5197

Ask for Maureen

SOC 329 es

Collective behaviour.

The first meeting of Sociology 329 ES *Collective Behaviour* (inadvertently omitted from the Calendar) took place Friday January 7 at noon (12-1) in Room 111.

Students who are interested, but were unable to attend the first meeting (or who wish to consult me about the course) are invited to drop in at Room 5005 Main building (or phone 828-5208) after January 5.

Regular meetings will be held Wednesday and Friday 12-1. Final room numbers will be decided according to size of class and availability of space.

Linda H. Bell
Instructor

NOTICE

PERTH COUNTY
CONSPIRACY
CONVOCAION HALL
FRI. JAN. 21 8:30 p.m.
TICKETS \$2.00
at SAC office



OTHER HAPPENINGS

Prof. T.M. Alloway presented a paper entitled "Retention of Learning through Metamorphosis in the Grain Beetle" at the Symposium on Invertebrate Behaviour held at the annual convention of the American Association for the Advancement of Science in Philadelphia Dec. 27-28th. He has also had a paper entitled "Learning and Memory in insects" published in Volume 12, (1972) of the *Annual Review of Entomology*.

Prof. J.C. Munday presented a paper at the APRO UFO Symposium at the U of Arizona in the fall on "Biophysical Data Associated with Centre for Inland UFO Reports."

Principal J.T. Wilson who had recently returned from a visit to scientific institutions in China has been persuaded by the College Public Lectures Committee to give a public talk on February 3rd. It will be an evening lecture, probably at 8.00 p.m. with many colour slides for illustration.

The Ontario Student Housing Corporation has

notified Erindale College that it is prepared to finance residences for 250 students on Erindale campus. A committee on faculty, students and administrative staff has prepared details of the requirements which are now being discussed with OSHC. These residences are likely to be in the form of self-contained flats for four or six students, arranged in row houses or clusters. Such housing is more flexible than conventional residences. It is expected that negotiations will soon be concluded so that plans can be drawn and construction begin early in spring.



ITALIAN CLUB OF ERINDALE COLLEGE

presents:

PUB "N DANCE

featuring:

STONE FREE

general admission: \$1.00 per person.

members: \$.50

PIZZA and other GOODIES will be served

Friday
January 14th: 8.00 p.m.

Junior Common
Room

STONE
FREE



A COLLEGE SYSTEM

Cont'd from page 1

caused administrators to go prematurely grey, the colleges will serve as a screen to keep students and, in some respects, even faculty, at a safe distance.

The selling of a college system has been carefully tailored to the sensibilities of students, currently preoccupied with problems of scale. Of course it is pleasant to meet the bureaucrats face to face. There is another side to the question. What if the bureaucrats don't matter much? Already people at Erindale, students and faculty alike, have to connect with a confusing array of hierarchies — university, faculty, department, college. The proposed college system would add yet another level to the process of decision-making since college deans and registrars would be mere associates of their campus superiors. It is also disingenuous to suggest (see Page 5 of the Report) that the college system will not proliferate administrators. Unless the entire campus, with all the magnitude of its present responsibilities for academic and administrative matters, is to be managed by a single Dean and a couple of masterful secretaries, the college administrators will represent a complete addition to the present overhead staff. That may delight people with a secret yearning for a vital and administrative responsibility but the benefits to the rest of the community must be firmly established.

Perhaps that can be done. There is enough wrong with the present life of the Erindale community to entitle any proposed change to a hearing and the Implementation Committee has struggled honourably to find alternatives. Many faculty find it demanding enough to maintain contact with their colleagues on the St. George campus and at Erindale and to participate in the committees of the present College structure. If the college system is to succeed, it must somehow win the allegiance of both faculty and students. Can it do so in light of its proposed feeble academic and administrative significance?

This may depend on the success of the Implementation Committee in devising those "academic themes of wide implication" which are apparently to hold the proposed planning groups and, eventually, the colleges themselves, together. An early draft of the report, hurriedly suppressed, spoke of themes like "The Past", "The Present" and "The Future". That suggestion might have sunk the entire college system. Instead, it merely gave warning of the difficulty of artificially devising themes.

One of the most unpleasant lessons for reformers to learn is that the implementation of bad changes usually pre-empt the filed from good ones. If Erindale proceeds to create a college system, with all the structural and personnel changes which that may involve, it will probably create a vested interest in the system — not least among the fifteen new administrators spawned by the system — which make it proof against organic and evolutionary changes which a better understanding of our needs may suggest. Certainly, failures of systems which closely resemble what is being proposed at Erindale are not hard to find. York University is the closest. These, a system of weak colleges developed from the beginning, each with its own building, its clutch of freshman courses and its occasional inter-disciplinary experiment. Moreover, by providing residence accommodation and a consequent nucleus of full-time members, the

York University colleges enjoyed an enormous advantage not proposed for Erindale. However, apart from a tiny minority of students and faculty, who now claim that York's colleges play a central part in the life of the campus?

Some kind of college system for Erindale may now be inevitable. However, there is still time to save it from being a sterile administrative remedy.

To begin with, it is possible to start from real practice rather than theory. How, for example, do students at Erindale actually relate to each other? What are their circles of friendship? How do they develop? How many faculty really want to participate in substantial measure with colleagues in other disciplines? Instead of conceiving of the college system as a kind of social engineering or in the mood of an officious hostess who rearranges her guests at precisely the moment when they have become interesting to each other, why not find out how people, both faculty and students, actually connect now?

Since the functions of the colleges are apparently to be so modest, some of the insistence on colleges of a minimum size are correspondingly diminished. So is the necessity for people who do not care to become active in a college to be compelled to become members. Instead, Erindale could actually develop its college system organically instead of by administrative fiat, avoiding an arbitrary structure which may rapidly become an embarrassing nuisance when personalities and demands change.

For example, it is apparent that the Implementation Committee is thinking about colleges with approximately a thousand students in each. This may be administratively convenient but it is also likely to defeat the purpose. At least one possible explanation for the near-total failure of college systems in North American universities is this continent's insistence that everything, from cars to institutions, must be bigger than anywhere else. The essential nature of a human group which is

intended for close social relationships is not its bigness but its smallness. It is far more likely that Erindale colleges would be successful for the social purposes outlined for them if they had only a few hundred students.



Perhaps this is still possible. There is still time to remove the limit on the number of colleges contemplated and, above all, to forget the notion that everyone at Erindale student or faculty, must belong. Colleges could be planned which would be genuine communities of interest or background without having to homogenize the interests of an arbitrary third to a fifth of the college community. One college might be experimental and inter-disciplinary, another might emphasize a traditional concern for academic excellence, others might each reflect the three divisions of the faculty. In time, some might tend toward scholarship, others toward athletic prowess, at least one to social status. Always, there would be a large number of Erindale members, both students and faculty, who did not choose to become collegians and who might, for administrative convenience, be grouped under a purely formal collegiate umbrella. In the organic mode, since colleges would grow, others would die or be amalgamated as the generations and their desires changed. Obviously, such a system would be untidy and unpredictable, evils in the eye of any administrator. Yet that is how human institutions frequently are, particularly in the most successful intellectual communities. However, given the absolute determination of the Erindale campus administration to keep all essential powers under their direct control, even the administrators should find no overwhelming objection to the organic as opposed to the arbitrary development of a college structure at Erindale.

by Desmond Morton

This paper reflects the comments and advice of a number of colleagues. However, its preparation has been entirely the responsibility of the author alone.

Cont'd from page 6

being called into question by the young but the majority of people around here tend to ignore the situation leaving it up to the high school kids of future years to work out. We all know where today's high school freaks are at and do not kid yourself into thinking that the middle class pampered babies of suburbia are going to change anything tomorrow, they are not doing anything today. FMJ is only a first year student and if he can see the

situation as it is, it is only fitting that as a third year student I admit to it existing, even if no one else under these IVYLESS covered walls does. FMJ points out a very important fact about this college. It is an organism and if it is an organism it must have arms, legs, organs, brain and trunk. What FMJ questions is whether this college has SOUL.

Sincerely,
R.P. Neilson

NEWS

As we enter the year of 1972, I must pause to reflect upon some noteworthy events which have greatly affected the Canadian broadcasting industry.

To begin with, in 1952 I was born only one year after the creating of Production, Advertising and Merchandising Service in Dallas.

Secondly, in 1962, a new era in music was opening, a transition was occurring. Along with the classics such as "Johnny Angel" by Shelly Fabares and "Duke of Earl" by Gne Chandler, newer, more socially relevant material was coming forth, an example of which was "The Peppermint Twist" by Joey Dee and The Starliners.

But 1972 holds much promise for Radio Erindale. We move with the times. We are aware. We are hep.

Basically, we believe that Radio is art form as is film. Radio has not had much opportunity to develop in this pattern due to some of the drawbacks I have listed above... (myself excluded). CHUM-FM and WPHD have come close to this desire to fulfill artistic merit, but have in the opinion of many, recently sold out.

Ideally, the University Radio Stations which are free from commercial obligation should be available to develop an artistic strain. However, if one witnesses the Radio Varsity disaster, one may think that the situation is hopeless. Some of us at Radio Erindale believe we can accomplish what CHUM.FM (outside of David Pritchard) has failed to do. With block programming, there is room for experimentation and design of "concept programming". A few of our staff, Doug Usher, Peter Chaban and Glen Morrison, have

for some time been working on such programs and have gained recognition from a small but growing appreciative audience.

Canadian talent is becoming more versatile and Radio Erindale has initiated, the playing of 33% Canadian content per hour, which works out to approximately 5 cuts. We have made this compulsory because unfortunately in the past many of our jocks were shunning the lesser known Canadian performers in favour of big name artists.

We shall not entirely cancel out the popular, middle-of-the-road programming, as it appeals to many people in the Erindale Community. Classical music will continue to receive the attention of Bart Steinhart, Rhymas Iramatis and Jason B. Monas.

Doug Prud'homme has recently been educated in the intricacies of jazz and may help to fill that gap in that area of our programming.

Music 360 with Peter Smith will be a college of all music forms, drawing upon his vast knowledge to guide him. Production will be emphasized this term since most of us have Communications 320 projects due. Radio Erindale Production Manager is plotting the rape of Cinderella with the help of R.E. staff. A Lenny Bruce documentary is in the planning stages. Musical documentaries concerning Bob Dylan.

Some time in the future we will be posting the outline of special programmes on a bulletin board somewhere in the College.

Suggestions and concrete help are welcome. News writers and editors are still in great demand.

Dig us.
Peter Smith-Grand Poobly of the Lyeberry.



REVIEW WINTER CARNIVAL

Winter Carnival this year will be from Jan. 27-29 (Thurs, Fri, Sat). SAGE and ECARA have prepared a tentative schedule of events and have presented it to Guinness Stout for approval. Sport Stuff to look forward to at the Carnival is: THURS.

12:00 noon: Pub (featuring Guinness Stout on draught)

12:30 Karate demo (after pubtime)

1:30 Chair race (wheeled chairs in the halls)

2:00 Erindale Hockey Hustlers dressing contest (girl who gets into her equipment the fastest — first prize will be a six-pack of Guinness Stout donated by Guinness Stout)

FRIDAY

12 Noon — Pub.

12:15 Skating at Huron Park followed by Pub at Huron

2:00 Ping-pong tournament (Patrick Kelly Trophy)

3:00 Boatrace BFC vs ERIN

3:15 Bandconcert LGMB & Erindale

SATURDAY

12:00 Noon — Pub

Pick-up football, hockey

(street version — so bring your rubber boots), tobogganing (get a tray from the cafeteria), broomball, archery (shoot yourself a Yeti), arson, murder and rape contests, etc., etc., etc. . .

By the way, whatever happened to the snow bowl football games? I hope they pick up again and to add to incentive, I, Guinness Stout, will give a trophy to the team that best combines good play with absolute disorganization.

Plenty of other stuff is planned for you other freaks who don't participate in sports, like concerts, movies, food, contests, and runny-nose wiping championships. But then again, if you don't like sports, what the hell are you doing reading this page, so get lost!

Sleeping-over accommodations are available. Further info at SAGE, ECARA & Phys. Ed. offices.

P.S. — Ski Trip Mont Ste. Anne brochures available in the Phys. Ed. Shed for those of you (us) who are going, so that you can drool over if you just can't wait for Reading Week (Feb. 13-18).

WINTER CARNIVAL SCHEDULE

Thursday January 27

Engineers to a boat race

5:00 — Auction of lost goods

5:00 — Weinny roast

7:30 — Movie — They Shoot Horses, Don't They? — 292 Saturday — Jan. 29

1:00 A.M. — Concert — Flower Travelling Band — JRC

3:30 A.M. Movies — 292 — College Hol. — Abbot and Costello Go to Mars

— Ma and Pa Kettle at the Fair

— Henry Alduch for President.

Sleeping, if you want will be available in various areas.

9:00 A.M. — Breakfast

10:00 A.M. — Scavenger Hunt

12 noon — Pub opens

Coffee house spins

1:00 Concert — Manchild — JCR

3:00 Movies — Mississippi — W.C. Fields

I'm No Angel — Mae West

5:30 — Barbecue

8:00 Colman Dis.

12 noon — bottle search and snow sculpting commence — pancake-eating contest — outside cafeteria — coffee house open.

12:30 — Karate demonstration — Junior Common Room

1:30 — Office Chair Race — prelimin. Building halls

2:00 — Hockey Team Dressing Contest

— Pep Rally — Junior Common Room

3:00 — Drama Club Production 292.

Friday — January 28

12 noon — Coffee House opens

— Pub opens

— locker search begins

12:15 — bus leaves for skating at Huron Park — bus returns approx. 1:45

2:00 — Ping Pong Championship — Junior Common Room

3:00 — Erindale Challenges

PRESS RELEASE

Martin Hunter directs the third play of the Hart House Theatre season: John Arden's comic satire, SERJEANT MUSGRAVE'S DANCE. Costume and set designs are by Martha Mann.

In this remarkably timely play, Arden examines a variety of attitudes to war and peace and manages with effective irony to show how difficult it is for men to act according to their beliefs in ordering their personal lives.

Informal discussions with the cast and director following the show may be

arranged by calling the Theatre one week in advance. In addition, the director will come out to schools and colleges to talk about the play provided similar notice is given. Group bookings of twenty or more now being accepted at \$1.25 per seat. SERJEANT MUSGRAVE'S DANCE opens on January 28th, 1972, and runs to February 5th. Curtain time is 8:00 p.m. Regular ticket prices are \$2.50; \$1.25 for students. For further information call the Box Office at 928-8668.

CLOCKWORK ORANGE

How could Stanley Kubrick follow up his last exceptional movie, 2001: A Space Odyssey? The answer is with his latest movie, A Clockwork Orange.

It is an excellent movie, brilliant, compelling, and disturbing. Recently it was named as his best film of 1971 by the New York film critics.

To simplify the movie is to say that it is the story of Alex, a teenage anti-hero living in the future. Alex has three loves which are Rape, Beethoven and ultra-violence.

As the movie begins Alex and his boys go out and provoke a rival gang to fight then they beat up a helpless drunk. After this they enter "Home" a wealthy writer's house. Here they rape his wife while Alex cripples the writer with his stick and at the same time does a "soft shoe step" routine to the song "Singing in the Rain". Pleasantly relaxed after this Alex goes home to his pet snake. His narration at this point is lovely when he says — "It has been a wonderful evening."

His most brutal adventure is when he murders a woman at a rehabilitation centre whilst she is surrounded by all her pets.

For his crime he is sent to prison and becomes the obedient servant Six-Double five — Three-Two-One. There, whilst he is reading the good Lord he gets his fun out of imagining himself as the soldier "dressed in the height of Roman Fashion" scourging Christ.

By being such an aggressive, young murderer, Alex is given the chance to escape his years in prison by undergoing the Ludovico Treatment: a brainwashing treatment which reforms him into a model, mindless, mechanical, citizen — what else but a Clockwork Orange!

However, the society that Alex had left has not changed and he is not equipped for survival.

After failing his attempted suicide he again finds himself undergoing treatment. But this time the medicine successfully returns him to his natural lovers, Rape, Beethoven and ultra-violence.

The outline of the film is quite simple to follow but the way in which Kubrick has achieved this brilliant film is bewildering and incidents unexplainable are left to the individual himself to reflect upon.

Another interesting facet of the movie is the music. The music enhances the movie's excellence. From the opening bars of Beethoven's 5th repeated on the door chimes (written when he was half deaf) to his Romantic music of the 9th Symphony (written when he was stone deaf) the music is interesting. The mixture of classical and electronic music is well done. Memories of the William Tell Overture and Land of Hope and Glory are impressive.

Personally, to express any more about the movie would be pointless. To me it was marvellous! The movie is left to the individual to view.

Gillian

FILM REVIEW harold and maude

Imagine, if you will, a young man well versed in the different intricacies of suicide, falling in love with an eighty-year-old lady, herself infatuated with living and other people's automobiles.

The end product is a May-December liaison, rather intriguing with a marriage proposal and a happy/sad, cop-out ending. But that's not to say that the off-beat humour scattered throughout doesn't make it worth seeing, because it does.

Bud Cort plays a young man that practices his pseudo-suicides upon his rather stock-dominant mother, yet her reactions to his pastime are something to see. In between deaths, Harold likes to visit funerals and cemeteries, and it is here that he meets Maude.

Ruth Gordon portrays a hip-grandmother type that meets Harold when she steals his hearse and then offers him a lift.

In the melee that ensues, you will see him immolate himself, chop off his hand, commit hari-kari, while Maude makes off with a preacher's VW, a lonely and dying tree, a Riviera, a Ranchero, a Boss 302, and finally a police Harley-Davidson.

If that's not enough, there's Harold's one arm uncle the one who was "Eisenhower's right hand man" and a black E-type hearse (dual overhead cams) and if all this Adamesque isn't enough, then you might want to hear about Cat Steven's songs scattered throughout (unhappily, a little too scattered) and the fact that Maude models in the nude. "Obviously, it's clean", yet had the audience in morbid hysterics.

It's ninety minutes of interestingly provocative and MASH-like laughter that should not pretend to be anything other than entertainment.

CHINA NIGHT

The COSA (Chinese Overseas Students Association) of the U of T will be presenting an evening of Chinese cultural entertainment on Sunday, Jan. 16, 8:00 p.m. at the Ryerson Theatre, 50 Gould Street, Tor.

Apart from the participation of the Chinese instrumental music club and Choir, there will also be a soprano and piano solo.

About 20 male and female chinese students will gracefully feature in two Chinese folk dances, the Harvest Dance and the Drum Dance. It would be interesting to try to interpret the motion of both dances.

Another strong feature of the evening will be a costume show, modelling the different attires worn by the various tribes and provinces of China. Other programmes contributed would also help to ensure the evening as both intellectual and entertaining.

Erindalian participants include Lau Lai-yu (1), Peggy Chiu (2) and Ann Lee (3). A few others helped in the layout and programming.

Tickets, \$2.00 each are available at 33 St. George. Further information is available by phoning 928-2564.

Hope to see you there. Have a nice time.

Eva Lui.

DRAMA CLUB '72

presents:

"The Fantastiks"

Feb. 24, 25, and 26.

There will also be a drama

workshop in '72 on a

regular basis. If you are

interested, please contact

BRIAN CASEY :621-9673

and leave your name and

phone number.

LIBRARY STUFF

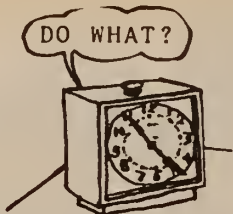
With talk of the Sigmund Samuel Library reducing its hours due to a lack of funds, I feel that if a careful examination of costs were made, many areas would be found in which unnecessary spending is taking place.

For example, I borrowed a book from Sigmund Samuel Library and returned it before it was due to Erindale College Library to be sent back to the Main Library. I was sent an overdue notice stating that the book had not been returned. I explained that I had returned the book to Erindale College Library and that was probably the reason for the delay and was told to disregard the notice. I was to receive two more notices and one formal letter before I discovered that the book had been accidentally placed on

the shelves at the Erindale College Library.

I am sure that this does not happen very often, but my point is that the costs are unnecessary — the costs of photocopying the book slip — the cost of the stationery and 28c postage — when a couple of phone calls could have solved the problem either to me or the Erindale College Library.

I agree that this is not feasible for some students who live long distances away, or perhaps it could be argued that they may not be home and may not receive the message left. But SAC has provided a student directory and I'm sure this procedure is less costly. D. Davis 1 Year



CARE OF CANADA

OTTAWA-CARE of Canada is within \$60,000 of reaching the goal of its Fall 1971 "World of CARE" campaign, set at \$750,000. Thomas Kines, National Director of CARE announced Dec. 20 that there had been unprecedented response from certain sectors of the Canadian public, notably Miles for Millions committees in Ottawa, Toronto, Montreal, Calgary, Edmonton, Vancouver, Kitchener and Kingston and Lions Clubs in Newfoundland, Nova Scotia, New Brunswick, Quebec, Ontario, Alberta and British Columbia. The Lions not only contribute and man

checkpoints on CARE's behalf. Contributions continue to flow in at an average rate of \$4,000 per day from among 230,000 Federal Government employees in the capital and across Canada and the majority of CARE's 80,000 regular donors who are particularly generous at this time of year.

Mr. Kines also expressed gratitude to the electronic and print media for the substantial contribution of air time and column space donated to CARE during the year, estimated at more than \$200,000.

Demands on CARE's resources overseas, however, have been unusually heavy with earthquakes, tidal waves, floods and war adding to human misery in areas where most families already

live on incomes of about \$100 per year. CARE International has spent over \$200,000 on the Pakistan refugees in India of which CARE Canada's share was over \$200,000. Should peace be restored in East Bengal by last year's end, a massive rehabilitation scheme will have to be launched and CARE's experienced staff will be in the forefront as they have been continually for the past 20 years. While world attention is focused on East Bengal, CARE must continue to support its feeding and self-help programs in 32 developing countries throughout Asia, Africa and Latin America. "We are therefore most grateful," Mr. Kines continued, "for the on-going support of so many Canadians who realize there is still so much to be done."

American - European STUDENT SERVICE

Job opportunities in Europe this summer... Work this summer in the forests of Germany, on construction in Austria, on farms in Germany, Sweden and Denmark, on road construction in Norway, in Industries in France and Germany, in hotels in Switzerland.

There are these jobs available as well as jobs in Ireland, England, France, Italy and Holland, made available by the consent of the governments of these countries to American university students coming to Europe next summer.

For several years students made their way across the Atlantic through A.E.S. Service to take part in the actual life of the people of these countries. The success of this project has caused a great deal of enthusiastic interest and support both in America and Europe.

Every year, the program has been expanded to include many more students and jobs. Already many students have made applications for next summer's jobs. American-European Student Service (on a non-profitable basis) is offering these jobs to students for Germany, Scandinavia, England, Austria, Switzerland, France, Italy and Spain. The jobs consist of forestry work, child care work (females only), farm work, hotel work (limited number available),

construction work, and some other more qualified jobs requiring more specialized training.

The purpose of this program is to afford the student an opportunity to get into real living contact with the people and customs of Europe. In this way, a concrete effort can be made to learn something of the culture of Europe. In return for his or her work, the student will receive his or her room and board, plus a wage. However, students should keep in mind that they will be working on the European economy and wages will naturally be scaled accordingly. The working conditions (hours, safety, regulations, legal protection, work permits) will be strictly controlled by the labor ministers of the countries involved.

In most cases, the employees have requested especially for American students. Hence, they are particularly interested in the student and want to make the work as interesting as possible.

They're all informed of the intent of the program, and will help the student all they can in deriving the most from his trip to Europe. Please write for further information and application forms to: American-European Student-Service, Box 34733, Vadux, Liechtenstein (Europe).

SECOND TERM FEES

SECOND TERM FEES

The second instalment of fees, \$188.00, was due on January 3rd. Payments after January 17th are subject to a LATE PAYMENT PENALTY of \$15.00.

Make your cheque payable to "The University of Toronto", print your name, College add student number on the reverse side and mail to:

The Office of the Comptroller
Fees Department
215 Huron Street
University of Toronto

If you write "St. George Campus" on the left-hand side of the envelope you may mail it free of charge from the College Post Office.

OSAP students & fees

Students receiving OSAP aid of whatever amount, are not charged the extra \$12 for paying their fees in two instalments. Their second term fee, therefore, is \$176.

OSAP students will not be fined for late-payment of fees if the late-payment is due to the late arrival of their OSAP Grant cheque. However, if the grant is less than \$176 you must pay the difference before January 17th.

OSAP students WILL BE FINED if their late payment is due to their failure to collect their grant cheque promptly.

THE WINTER SKY

As our civilization retreats into its urban shell, it is rapidly losing touch with nature. The Beauty of the night sky, for instance, is rarely seen and appreciated through the ever present haze and the glare of city lights.

Here, on the Erindale Campus, the sky can still (sometimes) be seen in (most of) its glory (for the time being at least.)

Take advantage! Come and hear THE WINTER SKY, an informal talk by

DR. JOHN PERCY of the ASTRONOMY DEPARTMENT, on Wednesday, January 29, at 12:15 in Room 245, Preliminary building. There you will receive a free star map, directions on how to use it to get to know the stars and constellations, and hints on how to use camera, binoculars, and small telescopes to increase your knowledge and understanding of THE WINTER SKY.



"Mrs. Firbank, I'm afraid you've got crabgrass."

TINO TICKS OFF

News Events of the Fall Term

1. 8 out of a bean bag chairs are ripped off from Colman Place.
2. 3 out of 8 mod chairs are ripped off from Colman Place.
3. 4 out of 5 lamps are ripped off from Colman Place.
4. All the mirrors in the washrooms at Colman Place are ripped off.
5. There is an attempted break-in at Radio Erindale in the Colman Place.
6. Money as well as coffee is constantly ripped off from the Coffee Shop in the Colman Place.
7. There is an attempted break-in to the cash boxes of the pin-ball machines at Colman Place.
8. One of the speakers is ripped off from the environmental room in the Colman Place.

AT this time I would like to thank all the students at Erindale for their co-operation during the Fall term. I'm afraid to say, though, that the Spring Term will not be as profitable, since there is really nothing

left to be ripped off from YOUR student centre — i.e. Colman Place.

Tino Temporale

Colman Place Money
Balance as of Nov. 5: 611.52
Balance as of Dec. 3: 1405.87
Balance as of Jan. 1: 808.89

To date I have received \$1095.00 of my SAGE budget. Of this money, \$200 was spent on speakers for the garage, \$43.31 for a coffee urn for the coffee shop, \$75.00 for entertainment (i.e. folk singers) and \$600.00 for the new beer cooler in the garage. This cooler holds approx. 45 cases, is only three months old and retails for over \$900.00.

Tino Temporale



ERINDALE PHOTOGRAPHY

COMPETITION

ERINDALE PHOTOGRAPHY COMPETITION

sponsored by the Art Committee

Prize competition: Prizes of \$50, \$30, \$20 to be awarded for best photographs submitted by Erindale students.

Exhibition competition: 20-30 photographs to be chose for exhibition at Erindale in April. Open to all members of Erindale Community.

All photographs should be mounted identified on reverse only, and submitted either to David Blackwood or to the Photo Club Office (Room 169) by February 14.

SPORTS SPURTS

Dedicated to the interests of Jocks of Erindale, Sports Spurts is brought to you, every now and then by Guinness Stout, noted cliché artist and wildman

ERINDALE BLASTS U.C. 5-0

VARSITY ARENA — EPI — Sparked by a two-goal effort by Fuzzy Rownthwaite, the Erindale Hockey Warriors walked all over the UC Redshirts last Thursday as the UTAA Hockey schedule got back into full swing for the second term.

The story was told in the first thirty seconds of play as Fuzzy skated by the UC defence and scored his first goal on a clearcut breakaway. The lack of UC defence was their downfall as Warrior forwards were continually allowed to walk in on a frustrated Redshirt goalie. Joe Schmuck, the UC goalie, who is known as a hot and cold goalie was certainly cold Thursday night as he let in two more in that first period and two more in the second for five goals against. The Red shirts hardly looked like a first place team as the Warriors had things all their own way in this contest which brought them up to a tie for first place in the UTAA 2nd Division with this same UC I team.

Both teams now have 4 wins and three losses and no ties for 8 points each. In this

tight 2nd Division Erin and UC have three other teams hot on their heels just two points behind in a tie for second place. Among this group is Scarborough College which Coach Rick Robb sees as the only challenge to Warrior supremacy this year, although their record to date does not indicate this. The Warriors have met Scar once already this year and have come away with a 4-3 win on their own home stomping grounds — Huron Park. They met Scarcol twice more this season among eight remaining regular season games.

Coach Robb has great hopes for his team this year and predicts they will advance to the inter-division playoffs "if we keep playing like this..." — remembering his team played short of three regulars for this game and still put out such a creditable performance. He hopes that exhibition games with 1st Division teams can be arranged to prepare the Warriors for the playoffs. A game with Skule — who now leads the 1st Division — might be a possibility.

Other Warrior goals that night were by Sloane, Perks and Barry Robb in an onslaught of 50 shots on the UC goal. Brian Robson, although tested few times in the first period, made several good stops in the last — and was aided on occasion by friendly goalposts — to preserve his shutout. (Games at Varsity consist of two — 20. min. periods.)

Stiff bodychecking kept UC at bay. Leading the slammers was Pollack Chylinski whose talented hip sent several Redshirts to an icy grave. "Trucksie" was hitting, as well as Joyboy who took a few runs.

Missing the game were Wayne Yatabe, Al Brady and Dave Michie. Mick was sitting out a one game suspension.

Fights marked the second period with Gibby getting tossed out of the game.

Next game is Tues. Jan 11 at 7:30 p.m. at Huron Park, come down and see the game. We'll buy you a beer at Huron Pub after the game!

Hockey report by
GUINNESS STOUT.



FROM LAST TERM:

T.A. REED TROPHY

DIVISION I

1. PHE	5762
2. Law	5167
3. St. Mike's	4948
4. Engineering	4717
5. New College	4615
6. Scarborough	4559
7. UC	4362
8. Trinity	3708
9. Vic	3396
10. Meds	3243

DIVISION II

1. Erindale	4734
2. Forestry	4628
3. Dentistry	4595
4. Wyecliffe	4070
5. Pharmacy	3545
6. Innis	2987
7. Emmanuel	2600
8. Knox	2500
9. Business	1685
10. Architecture	800

The Reed Trophy is for the all-year high point championship. Schools are awarded points for success in interfaculty sports. The determining factor for which division a school is placed in is the number of sports that school participates in.

In individual sports, relative strength of a school determines its division. This does not apply in women's where teams are merely split-up into leagues at random. The following are standings of the divisions Erindale teams are in.

MAA: HOCKEY — DIV. II

	W	L	T	Pts.
UC I	4	2	0	8
ERIN	3	3	0	6
Meds A	3	3	0	6
Scar	3	3	0	6
Dents A	2	3	1	5
Bus I	2	3	1	5

BASKETBALL DIV. II

	W	L	Pts.
ERIN	5	0	10
PHE B	4	1	8
Dents A	3	2	6
Vic II	3	2	6
Bus I	2	3	4
St. Mike's B	2	3	4
Trin A	1	4	2
UC II	0	5	0

VOLLEYBALL — DIV. I

	W	L	Pts
Knox	6	0	12
Eng. I	5	2	10
ERIN	4	2	8
Meds	4	2	8
Dents	3	2	6
Eng II	2	2	4
PHE	2	4	4
New	1	5	2
For A	0	6	0

WAA: HOCKEY

	W	L	Pts
ERIN	1	1	2

(League standings unavailable at present, but since it is so early in the season, everyone is tied for either first or second place. Other teams in our girls' league are Vic. I, Trinity, POTS, PHE I, PHE IV.

VOLLEYBALL

Women's volleyball begins in January.

INTRAMURAL HOCKEY

	W	L	T	Pts.
Frank's Friggers (2)	4	1	1	9
Talbot's Teddies (5)	4	1	0	8
Crone's Cronies (1)	3	3	0	6
Hutch's Hunnies (4)	1	3	1	3
Hewitt's Hackers (3)	0	5	0	0

All of the above standings are as things stood at the Christmas Break.

WHAT'S DONE

MAA:

Lacrosse — finalists

Soccer — out of playoffs

Tennis — U of T Champions (Zenon Kesik)

Golf — 10th place (Gary Price)

WAA:

B-ball — quarter finalists

Field Hockey — advanced to playoffs

INTRAMURAL CHAMPIONS:

Flag Football — 3rd Year

Tennis — Senon Kesik

Golf — Gary Price

WHAT'S WHEN

INTERFAC

Thr. 6th MAA B-ball vs. Vic II

Thr. 6th MAA Hockey vs. UC I

Mon 10th WAA Hockey vs. PHE IV

Tues 11th MAA B-ball vs. Vic, 6:00 pm at Gordon Graydon High School

Tues 11th MAA Hockey vs. Dents, 7:30 pm at Huron Park

Wed. 12th MAA V-Ball vs. PHE, 6:00 pm at Hart House

Mon 17th WAA Hockey 8:00 am at Varsity ARena

Tues 18th WAA Hockey vs. Trent, 7:30 pm at Huron Park

NARROSIUS HITS FOR 17

B-Brawlers Still Undeclared

HART HOUSE — EPI — Last Thursday night at Hart House, the Erindale Basketballers took a 60-54 decision over Vic II. Playing catch-up for most of the game, the Warriors finally took the lead with just a few minutes to spare and held on for the win, their 6th of the season with no losses. Solidifying their hold on first place in their division, Erin looks like a shoe-in for the playoffs and a championship is likely.

Being down in the neighbourhood of 10 points throughout almost the entire game, the Warriors showed great heart in coming from behind to win against a tough Vic team.

The difference in the early going was Vic's aim while the Warriors couldn't seem to put them in. They managed to settle down though in the later stages to provide a win for us. Top Warrior scorer was Al Nakrosius with 17 points.

— Guinness Stout.

INTRAMURAL : HOCKEY

	M	T	W	T
Jan 10-13	5vs3	1vs2	5vs1	3vs4
Jan 18-20	2vs3	4vs5	1vs3	

BASKETBALL

Pick-up games at T.L. (Cooksville) every Thursday. Kennedy High School 6-8 pm.

WHAT'S WHAT

CLUBS

Badminton
Curling
Contemporary
Dance
Fencing
Judo
Karate
Pick-up Hockey
Free Skating
Ski Instruct.
Slim 'n Trim
Weight Training

STARTS	TIME
already	M pm
already	W pm
already	W pm
already	W
TBA	
already	M pm
already	T,R pm
Jan 13	Rmn.
Jan 14	Fn.
already	Rpm
already	M
already	any

Newcomers are always welcome to start in any of these clubs at any time — no matter how late in the year. Ping-pong tables are now

available for use in the Colman House and in the Phys Ed. Shed, and soon to be available in the common room and the new building.